Michelle Filer

EDU6064

3/28/14

Unit Plan: Modernism

The 1920s were a time of transformation in American culture, creating a modern shift in our economy and culture that represents a purposeful break from the past into something new and exciting. This unit focuses on these changes, looking through the lens of culture and the impact of large-scale historical events on average citizens. It looks at questions of discrimination, fighting for one’s own rights and freedoms as well as how our society and cultural landscape as we know it today began to truly take shape. The unit is designed to encourage student to reflect on their own values, experiences, and assumptions by looking at cultural changes, discrimination, and ways in which people worked to change their own situation, either through the creation of jazz, dancing, literature, and changing styles of clothing.

Due to the fact that this unit focuses on culture, it can appeal to different groups in order to understand their past and their country’s history of various cultures. The unit covers discrimination against women and African Americans and addresses the ways in which expectations for these populations limited them and their opportunities. It then explores the ways in which they fought back against this oppression through the music of jazz, the poetry of Langston Hughes, and the clothing of flappers. These will appeal to many different students and by looking at culturally-based expressions of their lives, experiences, and expectations. However, a possible suggestion for an additional lesson plan would be to discuss the experiences of Mexican Americans and the ways in which they were oppressed and victims of violence. This lesson could easily be included to tailor to the class’s demographics and interest level.

Interest is also the guiding philosophy behind the Culminating Performance Task, an independent project where students have the option to delve deeply into a topic of their choosing. Students will pick a subject, which range from science and technology to art to crime to discrimination to music, and create a display that will be part of class museum exhibit about the 1920s. This allows students to follow their interest and their own skills. They have the choice to create pieces of art, literature, build a project, or create a video that showcases their topic and how it is either a result of change or an agent of change during this time period.

During the unit, the class will get the chance to experience a live jazz performance by including members of the community, as well as going into Boston to see the way an art museum is structured, looks like, and what a visitor should experience at a museum. Students will be exposed to a variety of new ideas, including historical thinking skills by exploring multiple sources in order to look past a veneer of prosperity and wealth during this time. By taking firsthand accounts, secondary sources, and statistical data, students will be able to better understand the way location can determine wealth and lifestyle and that a dominant narrative is not always relevant for everyone. In addition, the unit uses cultural products, like fashion, poetry, advertisements, and music as primary sources to further understanding of the time period. This gives students practice in analyzing these sources, a skill that they should be able to transfer to their own lives.

The unit draws on the Massachusetts Curriculum Frameworks for social studies as well as the Common, focusing on historical and literacy skills. The content draws on the Mass Frameworks, but also goes beyond the scope of the standards by including topics such as the Great Migration, and drawing on international sources to ensure that students are keeping US history in context with phenomena around the world. The US does not live in a vacuum, and it is important for students to be able to draw on resources that people living through the 1920s would have been exposed to. Common Core literacy standards run throughout the unit, focusing on comparing sources, writing summaries, integrating quantitative data, determining cause and effect and main ideas.

|  |  |  |
| --- | --- | --- |
| **Stage 1 – Desired Results** | | |
| **Transfer** | |
| *Students will be able to independently use their learning to…*   * Determine cause and effect for major historical events. * Make connections between a variety of sources and integrate them into a cohesive narrative. * Formulate an argument and support it with evidence from the unit. | |
| **Meaning** | |
| UNDERSTANDINGS  *Students will understand that…*   * WWI changed the way that Americans saw themselves and their culture, causing widespread disillusionment (T). * Discrimination has guided our nation since it was first colonized, and still impacts our culture and our policy today. (O) * Technology is widely accepted by society when it fulfills a need, changes the way we view a problem, or inspires further innovation. (O) * Artistic movements can be a reflection of larger events, but they can also be a reaction against them. (O) * Our beliefs about the role of governments are constantly changing, reflecting larger beliefs about society, hard work, and freedom. (O) * Many people did not benefit directly from the economic boom of the 20s, including African Americans and farmers in the Midwest. (T) | ESSENTIAL QUESTIONS  *Students will keep considering…*   * How did WWI affect average Americans? (T) * How does discrimination affect our history? (O) * How does technology change our culture? (O) * Can we use art to study history? (O) * What is the role of government in the lives of American citizens? (O) * Did the “Roaring 20s” bring prosperity for all? (T) |
| **Acquisition of Skill and Knowledge** | |
| *Students will know…*   * How World War I ended, and how conditions during the war affected American society, focusing on the literature of the Lost Generation (USII.10.A-E). * The treatment of African Americans in the South, including widespread lynchings and violence (USII.10.C). * Changes in the roles of women (flappers), new energy-saving appliances, work. * What led up to, and what were the consequences of the Great Migration, including spatial segregation in northern cities. * How the Great Depression started and which methods the government did or did not use to save the economy (USII.11.A-D,12, 13). * How literature and other artistic and cultural movements, such as Modernism, changed during the 1920s. * The definition of Modernism and the form it takes in literature and in art, including cubism, futurism, and the Lost Generation. | *Students will be skilled at…*   * Determining the main idea of primary and secondary sources and then writing an accurate, detailed summary ([CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/)) * Using quantitative data to deepen understanding of the Great Depression, and integrate that information into writing. ([CCSS.ELA-Literacy.RH.9-10.7](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/)) * Creating an argument using a prompt question and supporting it with three pieces of relevant evidence from classwork and primary sources (CCSS.ELA-Literacy.RH.9-10.1). * Connect what they have done in the past to what they are currently learning during text mark ups, two-column notes, and when given a prompt (MCF, 49). * Analyze primary sources, including art and fashion, to deepen knowledge of cultural values and interests * Persevere through obstacles and challenges (HoM) * Ask appropriate, relevant, and probing questions about history (HoM) |
| Stage 2 – Determine Acceptable Evidence | |
| Culminating Performance Task  Modernism Exhibit  Goal: Your task is to work with your classmates to create a museum collection for changes in the 1920s and its connection to our modern world.  Role: You are a member of a team at the Museum of Fine Arts that is working to reach out to communities and expand the museum’s education presence. Your team is creating a collection about changes in society during the 1920s, and you are responsible for one piece.  Audience: Middle and high school students who are doing research on the 1920s  Situation: Your museum, the Museum of Fine Arts, has learned that local middle schools are doing research papers on the 1920s and would like to experience the culture of the 1920s. You are working with your team at the MFA to create a new collection, but you are only responsible for creating one piece.  Product: You must choose a topic from the list below and research the background, its relevance to the 1920s and how it was part of a modern culture. You must create/provide 4-5 physical objects to represent your topic. You may do this with recordings, videos that you have made, a reproduction of an object relevant to your topic, excerpts from an author’s work with explanations along with the author’s picture, relevant paintings, copies of letters, etc. You may choose some other display format as long as the information is accessible to your audience.  You must also provide background information to go along with your display. This background information must include: What the topic is, where it (or the person) came from, why it is important, and how it changed the way people lived during the 1920s. For each material object that you bring, you must also provide a short explanation of what it is and why it is relevant to your topic and why it is important to modern society.  **Topics:**  W.E.B. Du Bois  Temperance Movement  Flappers  Amelia Earhart  Charles Lindberg  Jazz  Langston Hughes  Billie Holiday  Duke Ellington  Marcus Garvey  Louis Armstrong  F. Scott Fitzgerald  Claude McKay  *The Great Gatsby*  William Faulkner  Radio  Films  Automobile  Vaudeville  Home appliances, including the refrigerator and vacuum  Speakeasies  KKK  Lynching  Organized Crime  Baseball  Boxing  Penicillin  Ida B. Wells  Ernest Hemingway  Plastic Surgery  Standards: See rubric  Rubric   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 4 Points | 3 Points | 2 Points | 1 Point | | Understands how new innovations, ideas, and technology catch on when they fulfill a need. | Topic is thoroughly covered, providing accurate and in-depth information that is written into a cohesive and engaging narrative in language appropriate for audience; illuminates how this topic produced change or is evidence of change. | Topic is well covered, and provides accurate information that is formatted into a narrative in language audience can access; discusses how topic produced change or is evidence of change. | Topic is partly covered; information is mostly accurate, but is not specific and is not presented as a narrative and language may be hard for audience to understand; mentions change during time period. | Topic is defined but not covered; information is vague and unspecific; audience would not be able to read it; does not bring up any change. | | Understands how topic changed the way average Americans lived. | Provides insightful analysis and illustrates how topic changed the way people lived and its larger significance in easy-to-understand, yet engaging, terms. | Provides some significant analysis and makes a meaningful description of how topic changed the way people lived. | Provides little analysis and vaguely mentions that it changed many things. | Provides no analysis and does not mention that it was an important change in people’s lives. | | Understands how art can be used to study and to teach history. | Creates an engaging exhibit piece that captures the spirit of the topic, integrates research into the exhibit itself, and provides insight into the time period. | Creates an exhibit piece that engages with the topic, integrates research into display, but doesn’t make the link to time period; shows evidence of a great deal of effort. | Exhibit piece relates to topic, but does not expand interest or understanding; no connection to rest of time period; evidence of some effort. | Exhibit piece lacks color, is not relevant to topic; does not provide evidence of effort. | | Reflection | Self-aware and insightful reflection on achieving goals, whether the exhibit was successful, his/her process of completing this project, and whether it expanded their understanding of the time period and modernism; includes possible misconceptions or misunderstandings they still have. | Self-aware reflection on their effort during the project, whether they had difficulties, how it expanded their understanding of the period; includes possible misconceptions or misunderstandings they still have. | Reflection on their effort during the project, any difficulties they had, and considers how this projected expanded their knowledge of the time period. | Reflects on effort during the project, explaining any difficulties. |   Other assessments: Quiz | |
| Stage 3 – Learning Experiences  Lessons 1-15 See Below: | |

Lesson 1: Modernism

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| **Learning Objectives**  ***Students will be able to…*** | **Evidence/Assessment of Learning** |
| Define modernism. | Their definition of “modernism” that they will write for homework and their Frayer model. |
| Analyze an image by picking out important details. | Students completing their I See/It Means for the images, and what the main idea is. |
| Compare and contrast images and their treatment of reality. | Class discussion and exit ticket. |
| Share information orally with their partner | Write down additions they found by talking with their partner in different color ink/pencil. |

1. **Essential Questions for the Day**

What is modernism?

Can we use art to study history?

What effect did WWI have on ordinary citizens?

1. **Why Learning This Matters**

While the 1920s were definitely different than our lives today, they really were a huge shift from life before WWI, and many people claim that WWI prompted the world to change so that it looks like our modern world as we know it. So, we need to take a look at how people felt about that change, why it happened, and how our culture came into existence. So, as we move forward in this unit, we all need to remember that this was a time of radical changes, and just as you and your parents sometimes disagree about things like cell phones and Twitter and video games, young people back then were going through the same thing. Just with jazz and dancing, smoking, and wearing short dresses.

1. **Learning Experiences**
   1. Do Now: (10 min)
      1. Students will answer the question: What happens after people come home from war? After about 5 minutes, students will share their answers with their partner and then we’ll go around the room so everyone shares with the class. Make sure students know that war often changes the way people think about themselves, their world, their government, and society. Also make sure that students are aware that more people were affected and involved in WWI than wars today.
   2. Independent work: (15 min)
      1. Students work by themselves to analyze a pair of paintings, one modern and one from the late 19th century. They fill out an I See/It Means chart for each, then write the main idea of the poem. Then they compare and contrast the paintings by answering the question of which is more realistic and why.
      2. Students share their answers with a partner, making additions in different color ink/pencil.
   3. Class discussion: (15 min)
      1. Review what is going on in paintings
      2. Discuss which is more realistic. Have students stand on one side of the room depending on which painting they choose and argue for their position.
   4. Video clip: (15 min)
      1. Students watch 2 minute video clip of *Un Chien Andalou* by Salvador Dali. After, they reflect: What does it mean? Why would the artist make something so weird?
   5. Closing: (5 min)
      1. Remind students that their objective is to be able to define modernism and that it resulted from a change in values and views of the world and society. Give out homework.
         1. Homework: Write your own definition of modernism. Fill out a Frayer model for it.
2. **Materials**

Two paintings: *Weeping Woman*, Pablo Picasso and *Mrs. Charles E. Inches* by John Singer Sargent

Video clip: *Un Chien Andalou*

Frayer Model

I See/It Means charts

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_

What is Modernism?

We will be using the following paintings to help us understand modernism. Fill out the I See/It Means charts and summary for each one.



*Mrs. Charles E. Inches (Louise Pomeroy*), John Singer Sargent

|  |  |
| --- | --- |
| I See | It Means |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| Summarize this image: What is the main idea, how is this woman feeling, and what is the purpose of the painting? |

What is Modernism?



*The Weeping Woman*, by Pablo Picasso

|  |  |
| --- | --- |
| I See | It Means |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| Summary: What is happening in this picture, what is the purpose? |

Which painting is more realistic? Explain.

Definition of Word… Picture of word…

Definition in your own words…

Synonyms…. Known examples…

Antonyms…

Lesson 2: Aftermath of WWI

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| **Learning Objectives**  ***Students will be able to…*** | **Evidence/Assessment of Learning** |
| Define and understand Modernism | Definition of modernism written for homework (Frayer model), new definition that they create with group, and final definition they display. |
| Collaborate with different peers | Observing groups as they work and quality of final product |
| Describe physical and mental effects of war. | Text-based questions from website exploration and short video; reflection (next lesson). |

1. **Essential Questions for the Day**

How did WWI affect ordinary Americans?

What are the effects of war?

1. **Why Learning This Matters**

The effects of war are brutal on a personal and national level. Even though today we use fewer soldiers when we go to war, the effects are just as difficult to endure for those people. When on a larger scale, these changes can affect the entire country, and it’s important to remember that WWI was the start of a huge change on a personal, national, and global scale.

1. **Learning Experiences**
   1. Do Now: (15 minutes)
      1. Students get into groups of 3 to share the definitions they wrote for modernism. The group then comes up with a new, group definition. (3 minutes)
      2. Students switch groups so they are with entirely new people. Share their group definitions and then come up with a new one. They write their new definition on a poster, include an image, and hang in the room. (7 minutes)
      3. Each group shares their definitions, and if there are any major problems the class can discuss further what it means, but otherwise, they move on.
   2. Partner reading: (30 minutes)
      1. Define shell-shock.
      2. Class reads “Dulce et Decorum Est” by Wilfred Owen and make translate the title and last line together. Then they read it again in partners and answer some text-based questions.
   3. Project Intro: (10 min)
      1. Hand out CPT project and read over the GRASPS so that students know what they will be doing. Also read the “Excellent” sections on the rubric so students know what will be expected. Everyone writes down when the project is due.
      2. Students pick their topics.
   4. Closing: (5 min)
      1. Go over objective and say that they will be continuing for homework, which is to explore at website about plastic surgery during and after WWI and answer questions (warn them that it can be disturbing).
2. **Materials**

Poster board/easel paper

Markers

Colored Pencils

“Dulce et Decorum Est” and questions

Website, <http://www.bbc.co.uk/guides/zxw42hv>

CPT assignment and rubric

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_

Read and mark up the text, especially words that you don’t know and indicate imagery.

DULCE ET DECORUM EST

By Wilfred Owen, 1917-8

Bent double, like old beggars under sacks,

Knock-kneed, coughing like hags, we cursed through sludge,

Till on the haunting flares we turned our backs

And towards our distant rest began to trudge.

Men marched asleep. Many had lost their boots

But limped on, blood-shod. All went lame; all blind;

Drunk with fatigue; deaf even to the hoots

Of tired, outstripped Five-Nines that dropped behind.

**Gas! Gas! Quick, boys! – An ecstasy of fumbling,**

**Fitting the clumsy helmets just in time;**

**But someone still was yelling out and stumbling,**

**And flound’ring like a man in fire or lime . . .**

**Dim, through the misty panes and thick green light,**

**As under a green sea, I saw him drowning.**

**In all my dreams, before my helpless sight,**

**He plunges at me, guttering, choking, drowning.**

**If in some smothering dreams you too could pace**

**Behind the wagon that we flung him in,**

**And watch the white eyes writhing in his face,**

**His hanging face, like a devil’s sick of sin;**

**If you could hear, at every jolt, the blood**

**Come gargling from the froth-corrupted lungs,**

**Obscene as cancer, bitter as the cud**

**Of vile, incurable sores on innocent tongues,**

**My friend, you would not tell with such high zest**

**To children ardent for some desperate glory,**

**The old Lie; *Dulce et Decorum est***

***Pro patria mori.***

Questions:

1. What are the boys doing when it says: “An ecstasy of fumbling,/Fitting the clumsy helmets just in time”?
2. What happened to the man who is “flound’ring like a man in fire”? What did he not do in time?
3. The poet spends a lot of time describing how he sees this man. Why do you think he does that? How does he describe him?
4. Re-read the lines: “My friend, you would not tell with such high zest /To children ardent for some desperate glory,/The old Lie.” What is Owen trying to say? What is the lie? Who are they telling it to? Why would they tell children a lie?
5. What was Owen’s experience in the war? How does he feel about war?

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_

How Do You Fix a Face That’s Been Broken by Shrapnel?

1. How would soldiers get such serious injuries to their faces?

2. Explain the difference between bullet wounds and shrapnel wounds.

3. What advanced so that more people were dealing with these injuries?

4. What lesson did Harold Gillies learn about plastic surgery that is still relevant today?

5. How did soldiers react to their facial injuries? How did other people react?

6. What would you do? Pick an option and explain why.

Lesson 3

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Reflect on their own experience and reactions. | Do Now, which is a reflection on experience looking at the website. |
| Figure out various effects of the war based on personal experiences. | Writing response to question of how people would have responded to injured soldiers, or how soldiers would have reacted to war experiences. |
|  | Cause and effect web |

1. **Essential Questions for the Day**

How did WWI affect average Americans?

1. **Why Learning This Matters**

The effects of war are brutal on a personal and national level. Even though today we use fewer soldiers when we go to war, the effects are just as difficult to endure for those people. When on a larger scale, these changes can affect the entire country, and it’s important to remember that WWI was the start of a huge change on a personal, national, and global scale.

1. **Learning Experiences**
   1. Do Now: (10 minutes)
      1. Students answer the question: What was your reaction to the exploring the web page about plastic surgery? Which option would you have chosen? Why?
      2. Discuss reactions and survey room for what people would have chosen (“everyone who chose the first option stand in this corner, everyone who chose option 2 stand in this corner, etc.”)
   2. Independent work: (45 minutes)
      1. Make a cause and effect web with WWI at the center and coming up with how war experiences affected society.
         1. Students share their webs and make additions using different color ink/pencil.
      2. Write response using evidence from Wilfred Owen, the plastic surgery website, the cause and effect web and subsequent discussion, and their definition of modernism to write three paragraphs about how WWI affected average Americans.
   3. Closing (5 minutes)
      1. Collect writing and return to objective. Answer questions that students have.
2. **Materials**

Blank white paper to use for cause and effect web

Blank lined paper for students to write with

Question that students will be answering in writing

Lesson 4: Great Migration

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| **Learning Objectives**  ***Students will be able to…*** | **Evidence/Assessment of Learning** |
| Explain what the Great Migration was and what prompted it. | Paragraph for homework |
| Predict information based on details provided in a map | 5 w’s students write based on a map |
| Determine who, what, when, where, why based on readings | 5 w’s students write after reading |

1. **Essential Questions for the Day**

Why do people move?

How does discrimination affect our history?

1. **Why Learning This Matters**

The Great Migration created a huge shift in demographics in the country, with more African Americans moving into northern cities and leaving the South for economic, social, and cultural changes. The evidence of this population shift can still be seen today and has influenced the way that people live now and the spatial segregation that has still not been changed since the 1930s, especially in cities like Chicago. The population shift also led to radical changes in art, music, and literature with the combination of various cultures and led to African Americans being at the center of a new cultural movement.

While the Great Migration and subsequent Harlem Renaissance are not a direct part of the official modernist movement, they led to a new, modern culture.

1. **Learning Experiences**
   1. Do Now: Students take a map of the Great Migration and fill out who, what, when, where why based on that information.
      1. Students pair/share their answers and then review as a class (without giving away the right answers). However, students must defend their answers
   2. Independent work:
      1. Students are given a reading on the Great Migration, focusing especially on the push-pull factors of migration: why did African Americans want to leave the South and why they preferred going to the North.
      2. Questions are embedded in the reading and at the end, but after answering those questions, they must then re-write their who, what, when, where, why based on the readings.
2. **Materials**

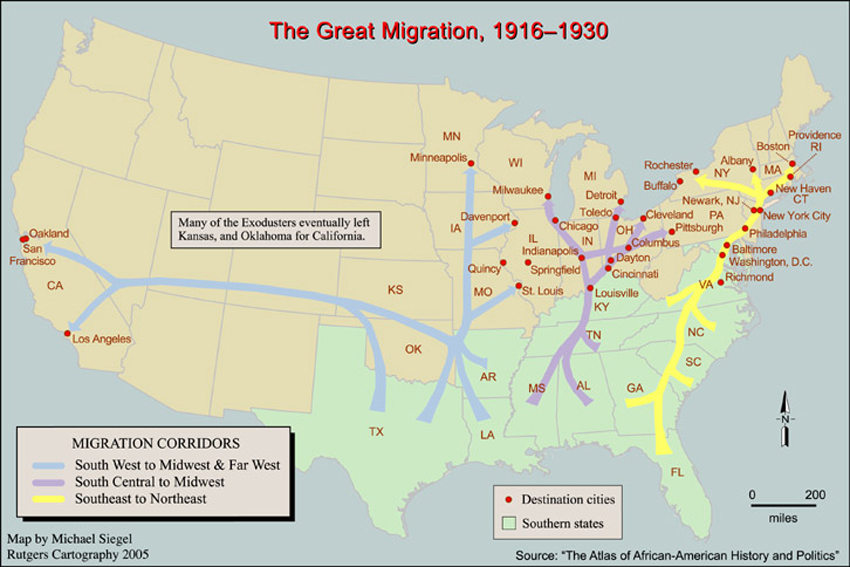
Great Migration Maps with Who, What, When, Where, Why chart

Great Migration Reading

Who, What, When, Where, Why chart for students to complete after the reading.

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_

Directions: Look at the map, and use the key and any background information to PREDICT the answers below.



Predict:

|  |  |
| --- | --- |
| What happened? |  |
| Where did they migrate from? Where did they migrate to? |  |
| Who migrated? |  |
| When did they migrate? |  |
| Why did they migrate? |  |

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_

The Great Migration

Use the reading to fill in the chart about the Great Migration. Be sure to include as much detail as possible.

|  |  |
| --- | --- |
| What happened? |  |
| Where did they migrate from? Where did they migrate to? |  |
| Who migrated? |  |
| When did they migrate? |  |
| Why did they migrate? |  |

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_

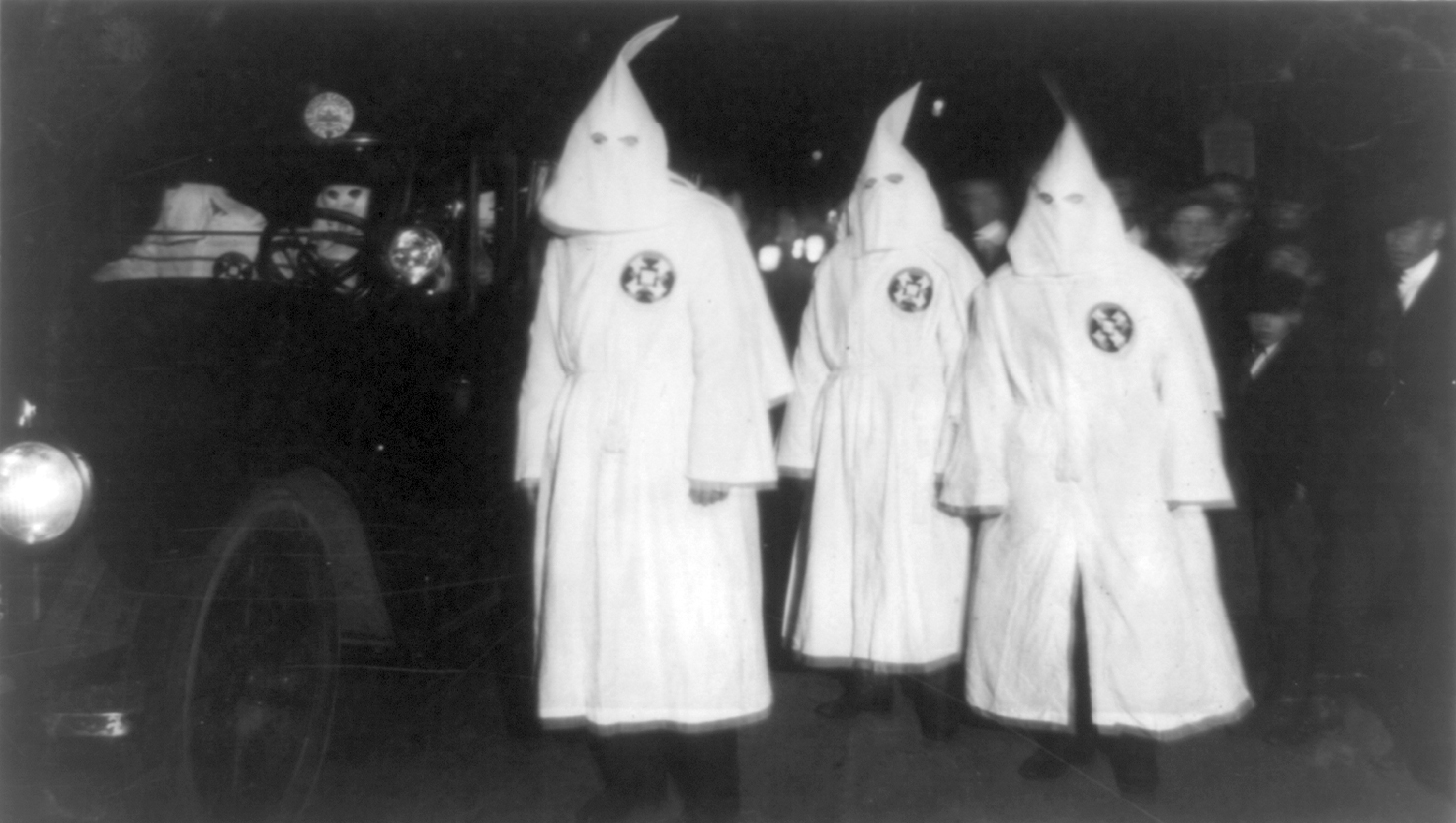
The Great Migration: African-Americans Journey North

Searching for Prosperity and Freedom

The most immediate cause of this migration from the South was the First World War, which shut off the flow of cheap European immigrant labor in 1914. By 1915, with war production in full swing in the United States, the need for industrial workers was severe. Two unexpected and previously unwanted sources were used— white women and black southerners. Recruiting agents representing some northern industries went south to pull African-Americans north. White southerners did not greet the recruiters with open arms, and some were run out of town. The *Chicago Defender*, the most widely read black newspaper in the South, urged southern blacks to come north by publishing letters from newly transplanted blacks saying that life was better in the North, and by writing editorials that praised the North and condemned the South.

Front Page of the *Chicago Defender* after a riot, 1919.

1. **Why do you think white southerners made northern recruiters leave town?**

When the United States entered the war in 1916, the labor shortage became even more severe, and the demand for black workers increased. Work in northern industries paid more than agricultural work. Men could earn up to $2.50 a day in a Chicago meat packinghouse, or as much as $5.00 a day on an assembly line in the auto factories of Detroit. These rates of pay far exceeded anything African-Americans could make in the South. Even black women could make $2.00 a day as a domestic worker in a Northern city — twice as much as they could make doing the same work in the South. Despite the fact that the cost of living in Northern cities was higher than in the South, blacks felt that the higher salaries more than made up for the difference. What intensified the economic pull of the North was the fact that the South had been suffering some terrible growing seasons in the early 1910s, with major crop damage caused by flooding.

**Resurgence of the Ku Klux Klan**

It seemed that the North also offered greater opportunities and more freedom. The North offered fewer Jim Crow restrictions and legalized segregation not so widely enforced. In addition, in the North there were far fewer lynchings, a form of violence in the South that helped whites maintain control through terrorism. The resurgence of the Ku Klux Klan after the release of the very popular *The Birth of a Nation* in 1915 — an epic Civil War film that portrayed the Klan as heroic — intensified the mix of fear, hatred, and violence that spread throughout the South, and gave blacks more reason to leave. Blacks were commonly run off their land in the South through both legal and illegal. They were often robbed of their wages, kept in debt, and denied equal access to a public education despite the fact that they paid taxes at the same rate as whites. They were also more likely to be imprisoned for petty crimes than whites, where, through the convict-lease system, they could be used as an uncompensated labor force.

Members of the Ku Klux Klan

But all of this, by itself, may not have been enough to bring about the level of migration that occurred between 1915 and 1930. After all, there was also terrible racial violence in the North. Indeed, some of the worst racial violence in America occurred in places like St. Louis in 1917 and in Chicago in 1919, industrial cities that African-Americans had migrated to. Blacks were largely restricted to certain sections of these cities where they lived in chronic poverty, overcrowded, unhealthy conditions, and with less access to public services. Although blacks received better health care in the North than in the South, they were still high mortality rates that were far higher than for any other group. So the North was not as appealing for many blacks as some might think, although in some respects it was clearly an improvement.

**A Complex Movement**

But black migration must be understood as a more complex move than simply blacks going from the South to the North. The majority of black people still lived in the South in 1930s. The major pattern was for blacks to move from rural to urban, and so many, during these years, left the countryside for the southern cities. Some, like author Richard Wright, went from Mississippi to Memphis, and then to Chicago; others did not. This pattern of moving from rural to urban was the same as whites, who, from the Progressive Era onward, were leaving the country and agriculture for more urban settings.

1. **During this time, it was not just African Americans moving north from the South. There was a major pattern of everyone doing what?**

Lesson 5: Consequences of the Great Migration

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Explain the consequences of the Great Migration | Paragraph from homework |
| Read charts and maps to determine the main idea and significant details | Evidence students choose to use in their paragraph to support their claims |
| Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (CCSS.ELA-LITERACY.RH.9-10.7) | The evidence that students choose to include in their paragraph |

1. **Essential Questions for the Day**

How did the Great Migration change American society and culture?

1. **Why Learning This Matters**

The Great Migration created a huge shift in demographics in the country, with more African Americans moving into northern cities and leaving the South for economic, social, and cultural changes. The evidence of this population shift can still be seen today and has influenced the way that people live now and the spatial segregation that has still not been changed since the 1930s, especially in cities like Chicago. The population shift also led to radical changes in art, music, and literature with the combination of various cultures and led to African Americans being at the center of a new cultural movement.

While the Great Migration and subsequent Harlem Renaissance are not a direct part of the official modernist movement, they led to a new, modern culture.

1. **Learning Experiences**
   1. Do Now:
      1. Watch short video about the Harlem Renaissance that makes connections to the Great Migration. Take notes on what the Harlem Renaissance is and major figures.
      2. Students share their notes with their partner and review as a class.
   2. Independent work:
      1. Students will be given charts and maps that show population shifts across the country due the Great Migration, including a map of Chicago in 1995 that shows the racial makeup of the city
      2. Students will write what the main idea of each source is and how it helps them understand the consequences of the Great Migration. Then, they must pick out specific pieces of evidence from the chart and the notes they took on the Harlem Renaissance and use them to write a paragraph about the consequences of the Great Migration.
   3. Closing:
      1. Tell students that they need to finish the paragraph for homework, type it up, and bring it for tomorrow a peer will be editing their work.
2. **Materials**

Video of Harlem Renaissance from history.com:

Sources that show population changes

Lesson 6: The Blues and Jazz

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Describe the evolution of jazz from the blues and other events in American history, like slavery and Jim Crow | Paragraph |
| Connect the Great Migration to the creation of jazz | Paragraph |
| Connect Jazz and the Blues to today’s music | Discussion after listening to a present-day song and a jazz song |

1. **Essential Questions for the Day**

What are the consequences of the Great Migration?

How did jazz, a truly American art form, come from?

Why do we call jazz a “truly American art form”?

1. **Why Learning This Matters**

Jazz is the foundation for all music that followed. Everything you listen to now is somehow connected to jazz, including hip hop, rap, and rock and roll. The blues led to jazz, and most of those same sounds are still around in our current resurgence of the banjo. These musical styles are wholly American and are a result of the way African Americans were treated and the way they responded against dehumanizing and demeaning forces such as slavery and segregation.

1. **Learning Experiences**
   1. Do Now:
      1. Students get out homework and switch with a partner who edits their paragraph looking to make sure that:
         1. Their evidence is specific
         2. They have a thesis statement
         3. The evidence is relevant – it relates to the topic and works to support their thesis
   2. Independent work into mini lecture:
      1. Students answer the question: What are your favorite songs and what style of music are they?
      2. Share with partners, review as a class, and pick a couple to play.
      3. Then play a jazz song and introduce the idea that they are related.
   3. Watch parts of the Ken Burns documentary *Jazz: Episode 1: Gumbo*.
      1. Students watch and take notes on styles of music that led to jazz and the context in which those musical styles were formed, ie: Plessy vs. Ferguson, slavery, movement from rural to urban areas, etc.
   4. Closing:
      1. Review notes with partner
      2. Review notes as a class to make sure students have information, especially if they missed it
      3. Students need to write a paragraph for homework that describes the evolution of jazz, including the historical context in which it happened (due on lesson 9)
      4. Students must write 3 questions they want to ask a professional jazz musician for homework.
2. **Materials**

Ken Burns’ *Jazz Episode 1: Gumbo* (available on Netflix and Amazon Prime)

Note guide

Lesson 7: Jazz

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Identify major figures of the Harlem Renaissance, including W.E.B. Du Bois, Langston Hughes, Claude McKay, Louis Armstrong, Duke Ellington, and Billie Holiday. | Homework to define key terms from online book |
| Explain the significance of the Harlem Renaissance | Third column in key terms chart |
| Ask relevant and appropriate questions for a guest in the class | Class discussion with musicians |

1. **Essential Questions for the Day**

What is jazz?

Why do people care about jazz still?

1. **Why Learning This Matters**

While jazz was a major influence for more modern forms and styles of music, it is still relevant and popular in its own right. This class will help you understand how and why we listen to it today, and what it means to the people who play it. It is your chance to enjoy some good music and get an expert’s opinion.

1. **Learning Experiences**
   1. Do Now:
      1. Students come into the room and give the teacher the three questions they wrote for homework.
   2. Performance
      1. Students listen to a few songs performed by a local jazz group who travel around the country to perform.
   3. Q&A
      1. The musicians give a brief explanation of their songs, their choices, and what jazz music means to them.
      2. Then students ask the musicians questions about the music, their experience with jazz, how they got into playing jazz, and what they know about the evolution of jazz.
   4. Reflection
      1. Students write a short reflection on the experience: what it was like to hear jazz live, what they learned from the experience, and whether or not the performance helped them better understand jazz and the importance of jazz.
      2. Homework: students define the key terms: Harlem Renaissance, W.E.B. Du Bois, NAACP, Langston Hughes, Claude McKay, Louis Armstrong, Zora Neale Hurston, and Marcus Garvey.
2. **Materials**

Musicians willing to come in and perform

A venue where they can perform (auditorium, music room)

Equipment for instruments and sound

Chairs for students

Water for musicians

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_\_\_

The Harlem Renaissance Key Terms

|  |  |  |
| --- | --- | --- |
| Key Term | Definition | Significance |
| Harlem Renaissance |  |  |
| W.E.B. Du Bois |  |  |
| Claude McKay |  |  |
| Louis Armstrong |  |  |
| Zora Neale Hurston |  |  |
| Marcus Garvey |  |  |
| Langston Hughes |  |  |
| NAACP |  |  |

|  |
| --- |
| Summary: Explain what the Harlem Renaissance was using the major figures and including its important themes. |

Lesson 8: Langston Hughes and the Themes of the Harlem Renaissance

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Collaborate with peers to analyze a poem | Listening to groups as they work |
| Present information orally to peers | Listening to groups as they work and how well their peers transfer information they got from group members to their work |
| Use a poem as a primary source | Answer question about how this poem demonstrates larger goals of the Harlem Renaissance |
| Determine themes and goals of Harlem Renaissance artists | Answer question about how this poem demonstrates larger goals of the Harlem Renaissance |

1. **Essential Questions for the Day**

Can we use art to study history?

How does discrimination affect our history?

What were the goals and themes of the Harlem Renaissance?

1. **Why Learning This Matters**

The Harlem Renaissance was really the first time that African Americans were at the center of a cultural movement that had mainstream appeal, which was really important to the people who were involved to fight against the terrible discrimination and continued dehumanization of African Americans. Also, many of the people who were involved came up with new ideas and were open about being proud of being black, including Marcus Garvey who came up with “Black is beautiful.” The art that was produced was also very insightful and interesting and beautiful.

1. **Learning Experiences**
   1. Do Now:
      1. Students answer question: What can be used as a primary source?
   2. Independent work:
      1. Jigsaw. Students are divided into groups by the teacher (according to reading ability) and given a poem by either Langston Hughes or Claude McKay to read. They must analyze it according to speaker, audience, tone, subject, occasion, and theme. Then they must answer the question of how this poem could tell them about the themes/messages/goals of the Harlem Renaissance and how it related to modernism.
         1. Suggested poems: “I, Too,” “The Negro Sings of Rivers,” “Let America Be America Again,” “Good Morning Revolution,” and “We Wear the Mask” (Claude McKay).
   3. Class Discussion/Closing:
      1. Discuss the major themes of each poem and the larger picture of how African Americans were feeling and what they wanted. Students write a few sentences summarizing the activity and the discussion to answer the question: What are the goals of the Harlem Renaissance?
      2. Students will put the paragraphs they have written about the Great Migration and Harlem Renaissance into an essay (need to add an introduction that briefly mentions reasons for migration and a concluding paragraph) for homework due lesson 12.
2. **Materials**

Poems

Graphic Organizer outlining questions and analysis for each poem as well as a place for them to write their summary

Desks placed in groups

Groupings for students

Lesson 8: What does a Museum Look Like?

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Experience a museum visit | Walking around a museum |
| Explain the way a museum exhibit is set up and its components | Discussions within the museum and after the trip at school |
| Identify the kinds of objects in a museum | Discussion within the museum and after the trip at school |

1. **Essential Questions for the Day**

What does a museum look and feel like?

Is there a difference between seeing art online and in person?

1. **Why Learning This Matters**

You will need to know what a museum looks and feels like in order to accurately and confidently complete your final project for this unit. While you’re at the museum, look for the way exhibits are currently set up and how you might do it differently.

It is also important because museums preserve culture for everyone to be able to experience and learn, and as members of our society and culture, it’s important that you have the opportunity to get to experience this.

1. **Learning Experiences**
   1. Students will go to the Impressionists wing of the MFA and then make their way to the Art of the Americas Wing, especially the top couple floors to look at modern art.
   2. Exit ticket: What was your favorite part of the museum? What are the different parts of an exhibit?
2. **Materials**

Note guide

Bus

Lunches

Attendance list

Money

Health forms and any emergency first aid (Epi Pens, inhalers, etc)

Contact information

Lesson 9: Flappers

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Define and describe a flapper. | Picture of flapper and caption. |
| Read a text with a purpose and pick out the relevant details. | Mark ups and picture. |
| Use details in the text to create an image | Picture of the flapper. |

1. **Essential Questions for the Day**

What is a flapper?

1. **Why Learning This Matters**

Flappers represented a major shift in the way that women behaved and dressed. Women dressed so that they could move more easily and scandalized their elders who had worked so hard to gain women’s suffrage and the 18th Amendment. These young women were in conflict with their mothers, as most daughters are, but this time it indicated an important cultural change – a change in women’s roles, attitudes, behavior, and behavior. Women weren’t given free reign, and women in large urban areas had more access to these changes, but it was an important step forward in gender equality.

1. **Learning Experiences**
   1. Do Now:
      1. Students watch a short clip about how women’s roles are changing now so that women are becoming CEOs and are working more, while men are becoming in charge of the children.
      2. Discuss that gender roles are always changing and that women are being challenged today and in the 1920s.
   2. Students read “Flapper Jane,” an article from 1925 about the flapper phenomenon and which interviews a flapper about her views on this new style.
      1. Students mark up the text and point out where it describes a flapper.
      2. Students then share their mark ups using the Hovercam (Elmo).
   3. Students then draw a picture of a flapper based on the reading and write a caption to explain what is in their image (finish for homework if not enough time).
2. **Materials**

Video about changing gender roles today: <https://www.youtube.com/watch?v=l51rxnKJRfk>

“Flapper Jane”: <http://www.colorado.edu/AmStudies/lewis/1025/flapperjane.pdf>

Hovercam/Elmo

Blank sheet of paper

Markers/Colored Pencils

Lesson 10: Women’s Changing Roles

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Analyze an image by picking out specific details | I See/It Means chart |
| Compare and contrast images | Summary at end |
| Use fashion as a primary source to deepen understanding of how expectations for women changed | Summary at the end |
| Take notes and pick out main ideas from secondary source | Notes from textbook |

1. **Essential Questions for the Day**

How did the roles of women change?

How expectations for women change?

1. **Why Learning This Matters**

The 1920s were a moment of change for women and the way they behaved, they dressed, and what was expected of them. This doesn’t mean that gender equality was constantly improving from the 1920s on, but it does mean that women were allowed more liberty in the way they acted, what they expected from their own lives, and what others expected of them. Women joined the work force, which is a direct result of changes due to WWI, which is new for some demographics – though not others – and this shifts traditional customs for marriage and having children.

1. **Learning Experiences**
   1. Do Now:
      1. Students will analyze a picture of a Victorian women’s apparel (I See/It Means chart). They will then answer question of how she is able to wear so much clothing.
      2. Students will share with partner
      3. Will discuss as a class to make sure we go over what it means to pick out *specific* details and to make sure students understand how constricting it is to wear so much clothing. Also discuss how she is able to wear so much clothing.
      4. Students will then look at a picture of flappers and analyze that picture.
      5. Students will then share with a partner
      6. Discuss as a class what the flappers are wearing and the differences between the two pictures/expectations for the two
   2. Independent work:
      1. Students take notes from textbook about changing roles for women.
2. **Materials**

Picture of Victorian woman

Picture of flapper

I See/It Means charts

Textbooks

Note taking guide (textbook: *American Anthem*)

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_

What Changed?

This is a picture of a Victorian woman during the late 19th century.



|  |  |
| --- | --- |
| I See | It Means |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| Summary: What did a Victorian woman wear and why do you think women were able to wear all of that clothing? |

NAME : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_

Below is a picture of a group of flappers. What has changed? Why?



|  |  |
| --- | --- |
| I See | It Means |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| Summary: What changed in the way women dressed? Why do you think women changed the way they dressed and acted? |

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_

Two Column Notes: (starting on pg. 647)

|  |  |
| --- | --- |
| CCQs |  |
|  | **New Roles for Women**  **New Opportunities**  **New Family Roles**  **The Flapper**  **Amelia Earhart (pg. 663)**  **Helen Wills (pg. 664)** |

|  |
| --- |
| Summary: How did women’s roles change? Why? |

Lesson 11: Women’s Changing Roles and New Appliances

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Question a source for its validity and representativeness | Graphic organizer; discussion with group and asa class |
| Compare and contrast multiple sources about the extent of electricity (CCSS.ELA-LITERACY.RH.9-10.9) | Question at end of graphic organizer |

1. **Essential Questions for the Day**

How did new inventions change the lives of women?

How does social class and where we live determine how we live?

Did the “Roaring 20s” bring prosperity for all?

1. **Why Learning This Matters**

This lesson is about helping you think like a historian who analyzes different sources and understands that one source is not enough to get an accurate picture of what life was like back then. Not everyone lived the same way, and we often simplify the past to make it easier. In this class, we often rely too much on just one source, and we need to make sure that we don’t fall into that habit and that even if we only have time to look at one, we are always questioning what that source means, what is going on outside of that source, and how we can still understand that time period.

While new inventions were created during this time period and many families benefitted, we need to take a closer look at who exactly saved time and how far these innovations needed to spread in order to really change society.

Women were required to do the work around the house – cleaning, laundry, cooking, taking care of the children – and there were new inventions during this time that made these tasks faster and easier. But who gets new technology first? The rich or the poor? And did the rich women really do these menial tasks?

1. **Learning Experiences**
   1. Do Now:
      1. Students answer the question: List the most important inventions that have changed the way we live.
      2. Share with a partner. Make additions to your list in a different color ink/pencil.
   2. Mini-Lecture:
      1. Share information above in “Why Learning This Matters.” Introduce the idea that inventions affect people differently.
      2. Read letter from Mrs. Lathrop as a class and look at map of Kansas and indicate where Mrs. Lathrop lived.
   3. Independent work
      1. Students answer “Putting sources into Context” questions
      2. Students break into groups and read and mark up sources 5. 2, 5.3, and 5.4.
      3. Answer questions based on the readings.
   4. Closing
      1. Students share their findings and write an exit ticket that asks students to consider question of is it fair that some people had electricity while others didn’t. How can we make sure that all people have access to new inventions that will make their quality of life better?
2. **Materials**

Documents from *Reading Like a Historian: Teaching Literacy in Middle School and High School History Classrooms* by Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano

Modified Analysis Forms in a graphic organizer format

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_

Electricity and Women’s Work: Who Really Benefited? And When?

Putting Source into Context:

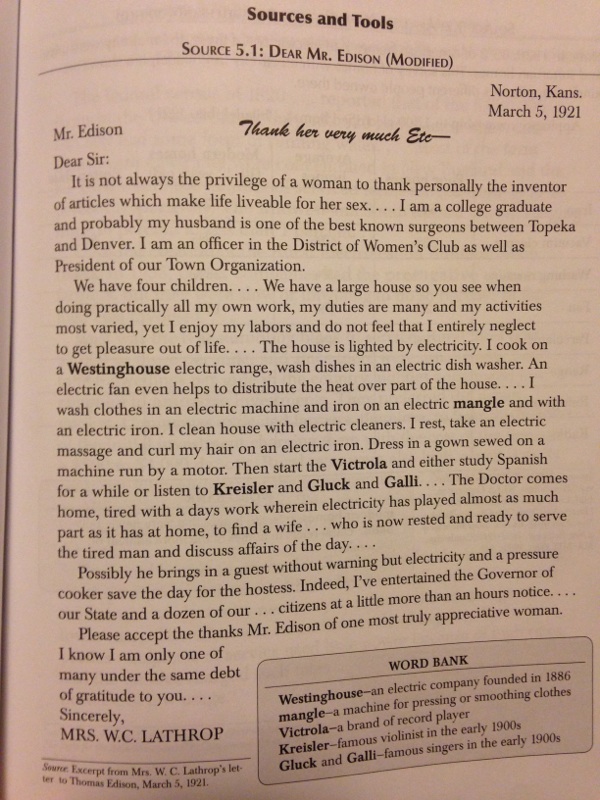
|  |  |
| --- | --- |
| * + - 1. Where was this source written? | 1. What region of the country? 2. What part of the state? 3. Is it close or far from a large city (Denver, Topeka)? |
| 2. Would you characterize Mrs. Lathrop’s town as rural, urban, or suburban? Why? |  |
| 3. When was this source written? |  |
| 4. List details from Mrs. Lathrop’s letter that might indicate her social status. |  |
| 5. Infer: Was Mrs. Lathrop representative of women in Kansas during this time? Use specific details to support your answer. |  |

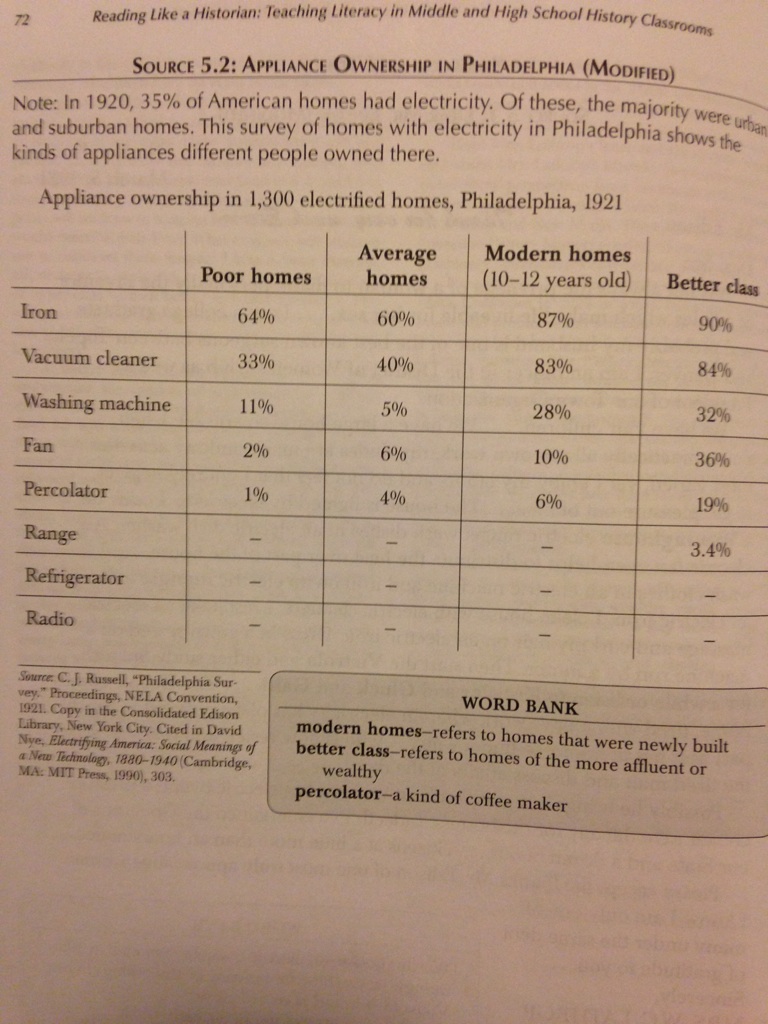
NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_

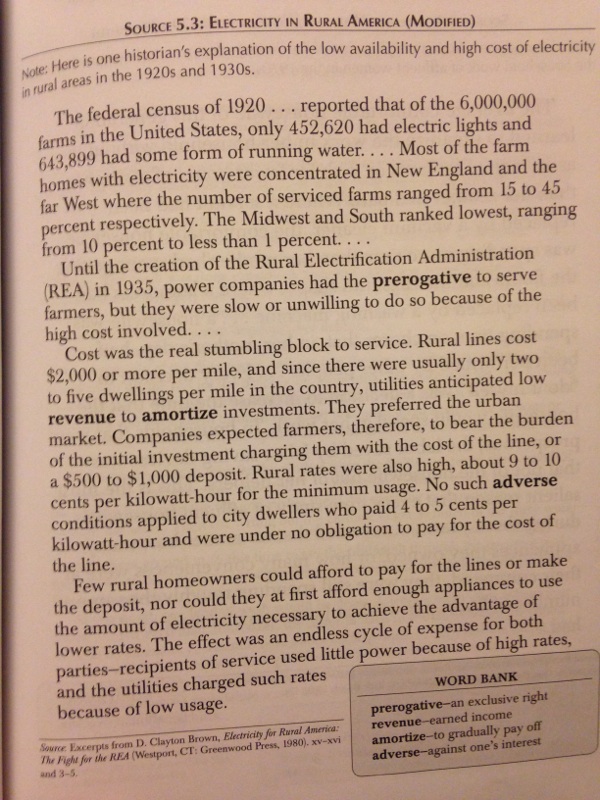
Comparing Mrs. Lathrop to her Contemporaries

|  |  |  |  |
| --- | --- | --- | --- |
| What percentage of farms in Kansas had electricity in 1920? |  | | |
| Based on source 5.3, what kind of rural or farm households had electricity in 1920? Explain using evidence from the source. |  | | |
| Why didn’t more rural households have electricity? |  | | |
| How does Mrs. Lathrop’s household compare with rural, urban, upper-class, and lower-class households? |  | | |
| How representative was Mrs. Lathrop of women in 1920? |  | | |
| What does Mrs. Lathrop do during the day that she describes to Mr. Edison? |  | | |
| Re-examine source 5.1 and list some of the words that Mrs. Lathrop uses to describe how she feels about her life. |  | | |
| Why do you think Mrs. Lathrop did not say anything negative about electricity in her letter? |  | | |
| How do you think Mrs. Lathrop’s peers in rural areas that lacked electricity would describe their lives? |  | | |
| According to Cowan, how did electricity and new technology change Mrs. Lathrop’s life? | Life BEFORE electricity | Stayed the same | Life AFTER electricity |
| Whose lives were changed by electricity in 1921? Were these changes positive? Explain why or why not in a paragraph, using the evidence before you. |  | | |

Documents:







Lesson 12: Women and Prohibition

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Explain the changes in the expectations and roles of women | Paragraph for homework |
| Determine how Prohibition played a role in these changes | Paragraph for homework, notes that students took during video |
| Connect the generation gap to that of today | Class discussion after the video |

1. **Essential Questions for the Day**

How did Prohibition change the way that women behaved?

How did Prohibition change the way that women interacted with men?

How did Prohibition change the way that young women interacted with older women?

1. **Why Learning This Matters**

The 1920s were a moment of change for women and the way they behaved, they dressed, and what was expected of them. This doesn’t mean that gender equality was constantly improving from the 1920s on, but it does mean that women were allowed more liberty in the way they acted, what they expected from their own lives, and what others expected of them. Women joined the work force, which is a direct result of changes due to WWI, which is new for some demographics – though not others – and this shifts traditional customs for marriage and having children.

1. **Learning Experiences**
   1. Do Now:
      1. Students read and mark up a modified copy of the 18th Amendment. They then answer questions based on the document.
      2. Students share with their partner and make additions.
   2. Class discussion/Mini-Lecture
      1. Discuss possible implications for Prohibition and its effects.
      2. Define key term: speakeasy
      3. Ask students to consider how these implications, especially of the speakeasy, could specifically affect women.
   3. Watch video about women and Prohibition (selection from Ken Burns’s documentary, *Prohibition*)
      1. Students look for effects of Prohibition on women and expectations for women
      2. Students look for effects of Prohibition on how older women look at younger women and why (passage of 19th and 18th Amendments were passed largely due to the efforts of those women and they were proud of their achievements; younger women were throwing it away)
      3. Students must write a paragraph using specific details from the video that describes how Prohibition changes the roles and expectations for women.
   4. Closing
      1. Discuss how roles changed and how the generation gap could have been especially wide back then. Ask students if they think it would have been harder for those women to relate to their mothers than it is today.
         1. Homework: Students take on the role of a flapper in 1923. They must write a letter to their mother explaining why they did not get home last night until 1 AM.
2. **Materials**

Youtube video: <https://www.youtube.com/watch?v=QBEZz7BzdO4>

Modified copy of 18th Amendment (taken from Stanford History Education Group’s lesson about Prohibition: <http://sheg.stanford.edu/prohibition>. This site requires a login to download lesson and documents, but it is free to join.)

Lesson 12: Consumer Culture

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Compare and contrast three primary sources | Explanation that compares and contrasts two advertisements |
| Determine main ideas and key terms of a secondary source | Notes on secondary source (HW) |
| Connect historical events to background knowledge | CCQs (Comments, Connections, Questions) in two-column notes (HW) |
| Ask relevant and probing questions | CCQs in two-column notes (HW) |

1. **Essential Questions for the Day**

How does advertising affect us and change our behavior?

How can an innovation, such as purchasing with credit, change society?

1. **Why Learning This Matters**

In the 1920s, America became a consumer culture, where the economy was run by citizens’ purchasing power. This was made possible by cutting down on prices, giving workers more time off and higher wages, an increase in industry and manufacturing, thanks especially to the automobile, and also to innovations in the way companies sold their products. Advertisements, aided by the dissemination of the radio and films, reached many people and sold not only a product but a lifestyle. They sold skinnier bodies (which could no longer be disguised by corsets), whiter teeth, and prestige.

This shift was made possible by purchasing with credit, or paying in installments. This allowed people to buy beyond their current means in order to get bigger appliances like vacuums and cars and other new items. This drove the economy and changed the way our economy runs, our society looks at itself, and also created an environment that led to the Stock Market Crash.

1. **Learning Experiences**
   1. Do Now:
      1. Students answer questions: 1) If you want to buy a car or a new iPhone, how do you or your parents pay for it? 2) What makes you want to buy an iPhone instead of something else?
      2. Discuss credit, what it means, how it works, and how it allowed more people to buy fancier things. Also discuss marketing strategies.
   2. Independent activity:
      1. Students analyze two different advertisements in partners, looking for:
         1. What is the product?
         2. How does it portray the people in the ad?
         3. How does it make the product seem?
         4. Who is the audience for the product?
         5. Strategy used to get people to buy the product.
   3. Class:
      1. Review findings with class briefly.
      2. Listen to a radio ad (also provide students with transcript)
         1. Students answer the same questions about the radio as the print ads. Then they compare this ad with the print ads with partner.
   4. Closing:
      1. Review as a class the findings from all three sources.
      2. Students have to read and take two-column notes on a summary of consumer culture online.
2. **Materials**

Advertisements from 1920s (large collection available at: <http://www.vintageadbrowser.com/>)

Radio ad: <http://www.oldtimeradiofans.com/old_radio_commercials/>

Summary of consumer culture at Digital History: <http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3396>

Two column note taking guide

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_

Consumer Culture and Mass Entertainment

|  |  |
| --- | --- |
| CCQs | Notes |
|  |  |

|  |
| --- |
| Summary: |

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_\_

Advertising in the 1920s

|  |  |
| --- | --- |
| **Ad #1** | **Ad #2** |
| What is the product? | What is the product? |
| Who is the audience? | Who is the audience? |
| How are the people portrayed? | How are the people portrayed? |
| How do they describe the product? | How do they describe the product? |
| What strategy are they using to sell this product? How can you tell? | What strategy are they using to sell this product? How can you tell? |

Radio ad:

|  |
| --- |
| What is the product?  Who is the audience?  How do they describe the product?  What strategy are they using to see this product? How can you tell? |

Lesson 14: Beginning of the Great Depression

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Describe some of the conditions that led to the Great Depression | Notes based on mini lecture |
| Compare and contrast responses to the Great Depression by Hoover and Roosevelt | Notes and summaries based on primary sources. |
| Argue for a position and defend it using a primary source | Paragraph after getting information about Hoover and Roosevelt |

1. **Essential Questions for the Day**

What caused the Great Depression?

What role does government have in our lives?

1. **Why Learning This Matters**

The Great Depression was a terrible time for the people who lived through it. There was massive unemployment, little relief, and it affected people world-wide. It caused extremists and dictators to pop up in countries around the globe and no one quite knew how to react. President Hoover catches a lot of flack for his inaction, but was it his fault? What assumptions led to his decision?

These questions, and the question of the role of government, are still producing raucous debate today. We are still grappling with the question of government intervention and the size of government, which greatly expanded with the New Deal as a result of the Great Depression.

1. **Learning Experiences**
   1. Do Now:
      1. Who is responsible for helping people in need? The government or private organizations (charities, etc.)? Why?
      2. Discuss role of government
   2. Mini-Lecture
      1. Stock market crash, distribution of wealth, massive unemployment
   3. Independent work:
      1. Half of the class reads and marks up a document by Hoover and the other half reads a document by Roosevelt on actions in response to economic tumult
         1. Summarize what they did and their reasoning.
      2. Pair up with someone who read the document that they didn’t read
         1. Share information and write a paragraph picking which option is better and defending choice
   4. Closing:
      1. Go around the room and each person says which option they chose
      2. Homework is to finish their project
2. **Materials**

Primary sources: available at:

Roosevelt’s Fireside Chat outlining New Deal (can be modified): <http://docs.fdrlibrary.marist.edu/050733.html>

Hoover’s Press Statement (can be modified): <http://web.archive.org/web/20021022095525/http:/www.geocities.com/mb_williams/hooverpapers/1931/paper19310203.html>

Lesson 15: It All Comes Together

1. **Learning Objectives for Today and Evidence/Assessment of Learning**

|  |  |
| --- | --- |
| Learning Objectives  *Students will be able to…* | Evidence/Assessment of Learning |
| Reflect on the product and process of their work | Reflection |
| Assess their own work and the work of their peers | Reflection |
| Ask appropriate questions about the work of their peers | Discussion after presentation; listening while students look at their peers’ work |

1. **Essential Questions for the Day**

What are we capable of as a group?

What have we been working on?

What does modernism and a modern culture look like?

1. **Why Learning This Matters**

This lesson represents the culmination of three weeks’ worth of work. You will get the opportunity to see what your classmates have been doing and you ask them questions to learn more. Many of the topics your classmates chose were not discussed – or were only briefly mentioned – and this is how you are going to learn about it. You will get to see all of the many ways that society changed, what was important to people in the 1920s, and you will continue to consider why we call the 1920s a truly modern era.

1. **Learning Experiences**
   1. Do Now:
      1. Students set up their displays
   2. Students quickly go around, introduce their topic and their display. Class has chance to ask any questions they have.
   3. Students then go around to displays on topics they are interested (have to pick at least 3). (A display should be able to stand on its own, without its creator being there.) Students answer questions based on what should be in the information provided at the display. They will also assess their peers based on rubric all students will be graded on.
   4. Students fill out a reflection that discusses:
      1. What was the process like to create this product?
      2. What could I have changed to make this a more successful experience?
      3. What were my strengths in this project? What challenged me?
      4. What would I do differently next time?
2. **Materials**

Question sheet for students to fill out at each display

Reflection sheet

Snacks and Prohibition-friendly beverages

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_\_

The Modern 1920s

Display 1

|  |
| --- |
| Topic: |
| Creator: |
| Products: |
| Background on topic: |
| How is this topic evidence of change/cause change? |
| How did this topic affect the lives of average Americans? |
| Assess this project on the attached rubric! |

Display 2:

|  |
| --- |
| Topic: |
| Creator: |
| Products: |
| Background on topic: |
| How is this topic evidence of change/cause change? |
| How did this topic affect the lives of average Americans? |
| Assess this project on the attached rubric! |

Display 3:

|  |
| --- |
| Topic: |
| Creator: |
| Products: |
| Background on topic: |
| How is this topic evidence of change/cause change? |
| How did this topic affect the lives of average Americans? |
| Assess this project on the attached rubric! |